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ABSTRACT

This document provides teachers and school officials with information about the learning resources identified as "problematic" or "unacceptable," for the purpose of developing tolerance and understanding of different social or cultural groups. Forty-two publications are reviewed in the categories of health, home economics, industrial education, language arts, physical education, social sciences, and social studies. Each review contains title, publisher, authorized status at time of audit, publication date, audit rating, rationale for rating, examples of problems, departmental action, and remarks and suggestions for overcoming deficiencies. (LP)

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TEACHER REFERENCE MANUAL

for

LEARNING RESOURCES IDENTIFIED AS "UNACCEPTABLE" OR "PROBLEMATIC"

during the

CURRICULUM AUDIT FOR TOLERANCE AND UNDERSTANDING

APRIL, 1985

SO 016 802

Curriculum
Alberta EDUCATION

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INTRODUCTION

The purpose of this document is to provide teachers and school officials with information regarding the learning resources identified as "Problematic" or "Unacceptable" in the curriculum audit conducted for the Minister of Education.

The learning resources referred to in this document are limited to those authorized to support programs developed through the Curriculum Branch.

Background

On May 12, 1983, Premier Peter Lougheed, in a speech to the Legislative Assembly, directed the Minister of Education:

> **"... to have a special review undertaken forthwith of our curriculum to ascertain if there are any practical changes which could be made that would foster greater tolerance and respect for minority groups in our society."**

Subsequently, as a part of a Ministerial statement issued on June 27, 1983, Education Minister David King announced that a curriculum review would be undertaken. "Specifically, Alberta Education will conduct an audit of the Programs of Studies, curriculum guides, textbooks, and other learning resources approved for use by Alberta schools in order to:

-- determine the adequacy of the ways in which tolerance, understanding, and respect for minority groups and individuals are addressed and fostered;

-- identify specific areas where changes are required;

-- recommend appropriate follow-up actions to be taken."

The Minister's statement also announced a number of other measures to encourage greater tolerance and respect in Alberta schools. The Minister's Consultative Committee on Tolerance and Understanding was struck to review the activities initiated by the statement, to give advice to the Minister and to carry out relevant tasks. The Committee was chaired by Mr. Ron Ghitter and was composed of representatives from education, business, human rights, ethnic groups and government. Tasks were also assigned to the Curriculum Policies Committee, the Alberta Teachers' Association, the Board of Teacher Education and Certification, the Alberta Education department, school boards and the universities.

THE AUDIT OF LEARNING RESOURCES

Tolerance and Understanding was defined as: "Sensitivity to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice." From this definition, five criteria for making judgments about tolerance were established.

A. Contain either implicit or explicit generalizations which promote tolerance, understanding and respect for individuals and groups.

B. Help student to nurture a personal positive self-image by taking an essentially positive approach to human similarities and differences.

C. Convey that human endeavour and achievement may be found in different ways in all human groups.

D. Take advantage of content and strategies that can assist the teacher in dealing positively with tolerance, understanding and respect for others.

E. Implicitly and explicitly promote the skills of critical thinking and their application in judging people and their actions.

To assist the auditors, a series of Focus Statements were prepared for each grouping category. (A full description of the criteria and the focus statements may be found in the Alberta Education "Curriculum Audit Manual" July, 1984.) As a result of the initial curriculum audit, it was agreed that the curriculum review should include the following seven categories: age, sex, race/ethnicity, religion, handicap, socio-economic status and political belief.

To facilitate the audit process, the reporting form was revised and refined. Each resource was audited in terms of the criteria and characteristics and was assigned one of four possible ratings:

1. Acceptable - meets all or almost all criteria at an acceptable level. Faults are few or minor. No assistance to teachers or change is needed.

2. Acceptable With Minor Assistance - meets all or almost all criteria at an acceptable level. Faults are few or minor. Requires minor assistance to teachers.

3. Problematic - meets most of the criteria of adequacy but suffers from one or more significant faults. Requires revision or instructions to teachers.

4. Unacceptable - has major faults too serious to warrant further use in its present form. Requires extensive rewriting or replacement.

The audit of learning resources involved approximately 350 teachers, members of curriculum committees, and Alberta Education personnel. Orientation workshops were held to train these auditors for the task. Further in-service was provided by each subject portfolio as the work proceeded.

Each of the learning resources reviewed was audited at least once. To ensure all learning resources met criteria requirements, a random sample of learning resources rated "Acceptable" was audited a second time. A second audit was automatically conducted on all learning resources rated "Unacceptable" or "Problemacic" in order to ensure reliability. If these audit ratings were not consistent with the first, further audit(s) were undertaken until a consensus was reached. The nature and extent of further follow-up validation to the audit findings varied from subject area to subject area.

Results

A total of 2,155 learning resources (728 Basic [Prescribed], 1,351 Recommended, 76 Supplementary) were audited. On a subject-by-subject basis total resources reviewed were:

Fine Arts	72
Health	71
Language Arts*	614
Mathematics	173
Physical Education	64
Industrial Education	122
Business Education	155
Home Economics	22
Science*	427
Computer Literacy	14
Social Studies*	328
Social Sciences	51
Heritage Literature Project	42
TOTAL	2155

*Includes Heritage Projects/Materials

Initial audit ratings of these learning resources were released in an interim report "Alberta Education Curriculum Review, Part 2, Learning Resources of the Curriculum Branch", September 1984. Since that time, Curriculum Branch committees have completed their follow-up reviews. The breakdown of the final audit ratings is as follows:

98.0% or	2113	titles were "Acceptable" or "Acceptable with Minor Assistance"
1.4% or	30	titles were "Problematic"
.6% or	12	titles were "Unacceptable"

The following pages of learning resource annotations are designed to provide information about those learning resources which received a final confirmed audit rating of "Unacceptable" or "Problematic". In cases where the audit rating was changed, it is so noted on the annotated page. The Appendix identifies learning resources which received a final audit rating of "Acceptable" or "Acceptable with Minor Assistance".

PLEASE NOTE THAT DECISIONS HAVE BEEN MADE TO WITHDRAW SOME OF THE "UNACCEPTABLE" AND "PROBLEMATIC" LEARNING RESOURCES FROM AUTHORIZED LISTINGS. OTHER LEARNING RESOURCES MAY CONTINUE TO BE USED DURING A PHASE-OUT PERIOD. IN SOME CASES, A CHANGE OF AUTHORIZED STATUS MAY BE DESIGNATED, FURTHER REVIEW MAY BE REQUIRED, OR THE LEARNING RESOURCES MAY BE RETAINED SUBJECT TO REVISION OR ASSISTANCE TO TEACHERS. THESE CIRCUMSTANCES ARE NOTED FOR EACH TITLE.

HEALTH

"Unacceptable" Rating:

Grade 2 - *What Would You Like To Be? (Videotape)*

Grade 5 - *Inside Out Series: Strong Feelings*

Grade 5 - *It's Wonderful Being a Girl (Pamphlet)*
Human Sexuality

"Problematic" Rating:

Grades 1 & 2 - *World of Work (Kit)*

Grades 5 & 6 - *A Fitness Carol (Film)*

HEALTH

Title: *WHAT WOULD YOU LIKE TO BE? (Videotape)*

Publisher: Alberta Manpower

Authorized Status at Time of Audit: Recommended

Date of Publication: 1980

Grade (Topic): Grade 2

1. **Audit Rating:** Unacceptable.

2. **Rationale for Rating:**

This videotape contains numerous stereotypes and is limited in a number of areas.

3. **Examples:**

Animal caricatures suggest racial stereotyping. Males and females are depicted in traditional career roles only. Males are shown as outside workers, work in construction or are doctors or disc jockeys. Women are portrayed as hairdressers, kindergarten teachers and librarians. The animal character representing a Jewish cantor may offend.

4. **Departmental Action:** _X_ withdrawn as of January 30, 1984

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks: None.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource must receive local board approval.

HEALTH

Title: *Inside Out Series: STRONG FEELINGS*

Publisher: A.I.T.

Authorized Status at Time of Audit: Recommended

Date of Publication: 1972

Grade (Topic): Grade 5

1. **Audit Rating:** Unacceptable.

2. **Rationale for Rating:**

The audit rating reflects excessive stereotyping.

3. **Examples:**

Shows an overweight middle-aged couple running with exaggerated awkwardness. Shows fear of any abnormality of appearance. Shows only middle to upper class accommodation. The material fails to promote positive self-image because emotions are portrayed negatively.

4. **Departmental Action:**

_X_ withdrawn as of January 30, 1984

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks: None.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource must receive local board approval.

HEALTH

Title: *IT'S WONDERFUL BEING A GIRL (Pamphlet)*

Publisher: Johnson and Johnson

Authorized Status at Time of Audit: Recommended

Date of Publication: No Date

Grade (Topic): Grade 5; Human Sexuality

1. **Audit Rating:** Unacceptable.

2. **Rationale for Rating:**

The pamphlet fails to present a range of racially and ethnically diverse individuals. The focus is narrow in terms of age.

3. **Examples:**

All persons depicted are Caucasian and it does not include reference to age or to needs of disabled persons. On page 9, girls are stereotyped with respect to interests - all have ideal figures. Interests dwell on flowers, make-up, grooming and dolls.

4. **Departmental Action:** _X_ withdrawn as of January 30, 1984

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks: None.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource must receive local board approval.

HEALTH

Title: *WORLD OF WORK (Kit)*

Publisher: Orange Strawberry Filmstrips

Authorized Status at Time of Audit: Recommended

Date of Publication: No Date

Grade (Topic): Grades 1 & 2

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

The filmstrip kit is limited in its focus and contains a number of questionable value judgments.

3. **Examples:**

"It's hard to teach yourself."
"Children are not producers until they can do something valuable."
"Success in life depends on doing your job well."

4. **Departmental Action:**

___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks:

This filmstrip is out of print and has been unavailable for two years.

4.1 **Suggestions for overcoming deficiencies:**

Be aware of the underlying value judgments so that a more balanced view is presented to students.

Do not replace.

HEALTH

Title: *A FITNESS CAROL (Film)*

Publisher: Alberta Parks and Recreation

Authorized Status at Time of Audit: Recommended

Date of Publication: 1980

Grade (Topic): Grades 5 & 6

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

   The film contains humor based on numerous conventional stereotypes.

3. **Examples:**

   Contains caricatures of the fat, lethargic, lazy middle-aged man, nagging wife, sloppy children. The protagonists are portrayed as a typical middleclass family, all white.

4. **Departmental Action:**

   ___ withdrawn

   ___ phase out; target date _____

   ___ change of status to _____ as of _____

   ___ presently under review

   _X_ retained with revision or assistance

   Remarks: None.

   4.1 **Suggestions for overcoming deficiencies:**

   A teacher's guide is being developed by Alberta Education which will assist teachers by providing ideas and activities to counter or exploit the stereotypes.

HOME ECONOMICS

"Unacceptable" Rating:

Grade 11 Food Studies 20	- *People, Food and Science*

"Problematic" Rating:

Grades 10, 11 & 12 Personal Living Skills 10, 20, 30	- *Homes with Character, 3rd Edition*

HOME ECONOMICS

Title: *PEOPLE, FOOD AND SCIENCE*

Publisher: Ginn and Company

Authorized Status at Time of Audit: Recommended

Date of Publication: 1979

Grade (Topic): Grade 11; Food Studies 20

1. **Audit Rating:** Unacceptable.

   (Audit Rating, September 1984: Problematic)

2. **Rationale for Rating:**

   This book does not present minority groups in a variety of roles and occupations; comments concerning cuisine of various groups is biased and not necessarily factual; females are seen as homemakers; the handicapped and the aged are not shown as making contributions to society, and the Third World people are depicted as those who must be helped.

3. **Examples:**

   a. pp. 180, 185, 207, 228, 235, 236, 253, 283, 310 - Tasks normally performed by females.

   b. pp. 227, 243, 262, 265, 268, 355 - Tasks performed by males.

   c. pp. 442, 448 - "German cooking is not as sophisticated as French cooking nor as plain as English cooking."

   d. pp. 24, 26, 30 - Impression is conveyed that all Americans are properly nourished, healthy and happy, and unless one happens to read other parts where this is better explained, biased opinions can be formed.

4. **Departmental Action:** _X_ withdrawn as of June 30, 1985

   ___ phase out; target date _____

   ___ change of status to _____ as of _____

   ___ presently under review

   ___ retained with revision or assistance

Remarks: None.

4.1 Circumstances under which continued usage is permitted:

Since the Basic resource authorized for Food Studies 20 adequately covers the content of "People, Food and Science" there should be no need to use this text as a learning resource. Schools continuing to use this resource after June 30, 1985, must receive local board approval.

HOME ECONOMICS

Title: *HOMES WITH CHARACTER, 3rd Edition*

Publisher: D.C. Heath and Company

Authorized Status at Time of Audit: Recommended

Date of Publication: 1970

Grade (Topic): Grades 10, 11 & 12; Personal Living Skills 10, 20, 30

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

This text was selected to provide Home Economics students with ideas for home planning and decoration. The content is limited in that it focuses only on upper-middle class homes.

3. **Examples:**

The illustrations reflect housing available to those who are economically comfortable (middle and upper class). The text does refer to less expensive housing alternatives on page 86, but the major emphasis is on fairly costly options. For examples see pages 56, 100, 142, 157, 200, 216, 270 and others. The few blacks shown tend to live in less costly space than whites (pp. 86, 420) and non-whites are depicted in only three illustrations. Influences on architecture, art and household items ignore Asian, Oriental and Middle Eastern influences.

4. **Departmental Action:**

_X_ withdrawn as of June 30, 1985

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks: None.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource after June 30, 1985, must receive local board approval.

INDUSTRIAL EDUCATION

"Unacceptable" Rating:

- None

"Problematic" Rating:

Grades 10, 11 & 12 Food Preparation - *Supervision and Management of Quantity Food Preparation*

Grades 10, 11 & 12 Health Services - *A Textbook for Nursing Assistants*

INDUSTRIAL EDUCATION

Title: *SUPERVISION AND MANAGEMENT OF QUANTITY FOOD PREPARATION*

Publisher: McCutchan Publishing Corporation

Authorized Status at Time of Audit: Basic

Date of Publication: 1974

Grade (Topic): Grades 10, 11 & 12; Food Preparation

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

   Generalizations are made relative to food, menus, and recipes in regard to age, sex, religions, ethnic and geographic requirements as well as lifestyle considerations. References are made to sex-role stereotyping; those aspiring for supervisory and management positions are referred to in male terms where as mothers and wives are seen as the food purchasers and shoppers.

3. **Examples:**

   a. pp. 5, 18, 20, 30 - Sex-role stereotyping.

   b. p. 107 - Male terminology; "salesman", "man-hours".

   c. p. 57 - Ethnic connotations.

   d. p. 116 - Feminine or sissy connotation.

4. **Departmental Action:**

   ___ withdrawn

   _X_ phase out; target date June 30, 1986

   ___ change of status to _____ as of _____

   ___ presently under review

   ___ retained with revision or assistance

Remarks:

The phase out is planned for the end of the 1985-86 school year or whenever a suitable replacement resource can be identified.

4.1 **Circumstances under which continued usage is permitted:**

Since the tolerance and understanding issues in this resource are not blatantly offensive, the resource may continue to be used as a basic learning resource for Food Preparation until a more up-to-date replacement is found.

4.2 **Suggestions for overcoming deficiencies:**

It is suggested that Food Preparation teachers supplement the textual content with teacher-produced material in order to deal with the questionable areas.

INDUSTRIAL EDUCATION

Title: *A TEXTBOOK FOR NURSING ASSISTANTS*

Publisher: Mosby

Authorized Status at Time of Audit: Recommended

Date of Publication: 1973

Grade (Topic): Grades 10, 11 & 12; Health Services

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

   Unfair, and in some cases uncomplimentary, judgments are not avoided. Frequent sex-role stereotyping is present. Some elements detract from well-nurtured positive self-image where inferences related to age, sex, and religion occur.

3. **Examples:**

   a. pp. 334 - "On bad terms with God which increases their fear of dying."

   b. pp. 395-397 - Aged referred to as feeble, infirm, lonely, angry, worn-out.

   c. pp. 7, 10, 12, 16 - Sex-roles shown; doctors as male, nurses as female.

   d. The handicapped are not specifically dealt with.

4. **Departmental Action:**

   ___ withdrawn

   _X_ phase out; target date June 30, 1986

   ___ change of status to _____ as of _____

   ___ presently under review

   ___ retained with revision or assistance

Remarks:

The phase out is planned for the end of the 1985-86 school year or whenever a suitable replacement text can be identified which is more current and looks at the broader aspects of Health Services.

4.1 **Circumstances under which continued usage is permitted:**

The resource may continue to be used as a Recommended learning resource for Health Services provided that teachers are aware of the problematic elements in the text.

4.2 **Suggestions for overcoming deficiencies:**

If this Recommended text is to be used as a student resource, teachers should supplement it with material that helps to explain the potentially intolerant generalizations made therein.

LANGUAGE ARTS

"Unacceptable" Rating:

- None

"Problematic" Rating:

Grade 1 - *Starting Points in Language Arts, Teacher's Guide for Level 1*

LANGUAGE ARTS

Title: *STARTING POINTS IN LANGUAGE ARTS, TEACHER'S GUIDE FOR LEVEL 1*

Publisher: Ginn and Company

Authorized Status at Time of Audit: Recommended

Date of Publication: 1976

Grade (Topic): Grade 1

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

   The teacher's guide does not discuss the problems of racism or sexual stereotyping which arise in it. The problems are more those of omission, rather than of commission.

3. **Examples:**

   Sex-role stereotyping - poem, page 22. Few references to elderly people. Job-ranking tends to be elitist. An example of racial stereotyping appears on p. 90.

4. **Departmental Action:**

   ___ withdrawn

   ___ phase out; target date _____

   ___ change of status to _____ as of _____

   ___ presently under review

   X retained with revision or assistance

   Remarks: None.

   4.1 **Circumstances under which continued usage is permitted:**

   Teachers should present alternative role models to the ones in the teacher's guide in terms of age, jobs, and religious holidays.

4.2 **Suggestions for overcoming deficiencies:**

Teachers could use some of the illustrations in the student text which are multi-racial and contain both males and females. Teachers could also discuss with students the changing roles of people and the importance of such changes. Also, specific examples of stereotyping should be corrected by discussion with students. The examples of stereotyping which occur in the teacher's guide should not be used with students, nor should the exercises of which they are a part.

PHYSICAL EDUCATION

"Unacceptable" Rating:

Grades 4, 5 & 6 - *Amos Moses (45 rpm Recording)*

Grades 10, 11 & 12 - *Rowing (Pamphlet)*

"Problematic" Rating:

- None

PHYSICAL EDUCATION

Title: *AMOS MOSES (45 rpm Recording)*

Publisher: RCA

Authorized Status at Time of Audit: Recommended

Date of Publication: 1976

Grade (Topic): Grades 4, 5 & 6

1. **Audit Rating:** Unacceptable.

2. **Rationale for Rating:**

The record was selected because the dance steps associated with it are appropriate for elementary school children. The words of the song, however, are unacceptable.

3. **Examples:**

Contains irreverent references to "Man of the Cloth". Other comments include: "Hell of a Man", and "My daddy dragged me through the swamp as alligator bait." The song words suggest that Amos Moses killed the sheriff to avoid being arrested for hunting alligators, an illegal act in Florida.

4. **Departmental Action:**

_X_ withdrawn as of January 30, 1983

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks: None.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource must receive local board approval.

PHYSICAL EDUCATION

Title: *ROWING (Pamphlet)*

Publisher: Canadian Red Cross Society

Authorized Status at Time of Audit: Recommended

Date of Publication: July, 1974

Grade (Topic): Grades 10, 11 & 12

1. **Audit Rating:** Unacceptable.

2. **Rationale for Rating:**

The language used in this unpaginated pamphlet suggests that young people engaged in a learning process are to be considered as "dumb bunnies" until the skill is mastered. There are significant problems related to the treatment of young people, elderly people, ethnic groups and male and female roles.

3. **Examples:**

"The oldtimers occasionally know what they're talking about"; "old sea captain resembles a derelict still wearing a captain's uniform"; "girls on the team as an experiment"; usage of the pronoun "he"; "sorts out the men from the boys"; "Girl to brother - if you're going to row, I think I'll go home."

4. **Departmental Action:**

_X_ withdrawn as of January 30, 1983

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks:

The Red Cross has been requested to revise this document.

4.1 Circumstances under which continued usage is permitted:

Schools continuing to use this resource must receive local board approval.

SOCIAL SCIENCES

"Unacceptable" Rating:

Economics for Consumers 20	-	*The Canadian Consumer*

"Problematic" Rating:

Canadian History 20	-	*Challenge and Survival: The History of Canada*
Economics for Consumers 20	-	*Home Truths*
World History 30	-	*Origins of Western Civilization: Western Man and the Modern World*

Under Review:

General Sociology 20	-	*A Social View of Man - Canadian Perspectives*

SOCIAL SCIENCES

Title: *THE CANADIAN CONSUMER*

Publisher: Sir Isaac Pitman (Canada) Limited

Authorized Status at Time of Audit: Recommended

Date of Publication: 1972

Grade (Topic): Economics for Consumers 20

1. **Audit Rating:** Unacceptable.

2. **Rationale for Rating:**

Males and females are stereotyped into occupational roles. Very few minorities are depicted. Names used in the examples do not reflect the ethnic diversity of Canada.

3. **Examples:**

a. Stereotyped roles: p. 26 - female receptionist; p. 27 - female chambermaid; p. 54 - female bank teller; p. 119 - male jockey; p. 153 - male construction worker; p. 117 - older people in a rest home.

b. Names: p. 75 - Richard Brown; p. 93 - John Smith; p. 95 - Mary Smith.

c. p. 13 - Examples of public ownership are given, without explanation of why.

d. p. 12 - ALL of the people benefit from additional amounts of goods and services being produced.

4. **Departmental Action:**

__X__ withdrawn as of June 30, 1985

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks:

Several alternate resources are available for this course.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource after June 30, 1985, must receive local board approval.

SOCIAL SCIENCES

Title: *CHALLENGE AND SURVIVAL: THE HISTORY OF CANADA*

Publisher: Prentice-Hall of Canada Ltd.

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1970

Grade (Topic): Canadian History 20

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

The text focuses on the French and English, with the end result being that most other minority groups are largely limited to "root" events in history and are not portrayed as actively involved in contemporary Canadian society. The text is characterized by a lack of sensitivity to minority issues. It also presents some groups in a manner of which they would disapprove because of its stereotypical, stigmatic nature. Inconsistency mars the credibility of the text.

3. **Examples:**

a. p. 39 - "The crusading spirit of the missionaries, who came to New France to preach the Gospel to the heathen."

b. p. 26 - "The use of alcohol, unknown to the Indian before the coming of the white man, became the Indian's curse."

c. p. 35 - "In the new era, the number of working girls increased greatly."

d. p. 288 - Mennonites referred to as "hardy peasants."

e. p. 59 - "Disease, filth, vermin and the hardships of travel with the Indians ... tried the missionaries' human endurance."

f. p. 153 - "Except for the Highland Scots, the Maritimes did not experience any significant population growth after the Loyalist flood." - What about the thousands of blacks who immigrated to Nova Scotia?

4. **Departmental Action:** ___ withdrawn

___ phase out; target date _____

_X_ change of status to ___Recommended___ as of ___June 30, 1985___

___ presently under review

___ retained with revision or assistance

Remarks: None.

4.1 **Suggestions for overcoming deficiencies:**

a. Discussion of the many ethnic groups involved in Canada's history must be presented - their immigration, their current role in contemporary Canadian society.

b. Discussion of Native religions, and the fact that civilizations already existed before missionaries. Perhaps a guest speaker from a Native group could be invited to discuss past and contemporary roles.

c. Discussion of women in history.

SOCIAL SCIENCES

Title: *HOME TRUTHS*

Publisher: McGraw-Hill Ryerson

Authorized Status at Time of Audit: Recommended

Date of Publication: 1973 (?)

Grade (Topic): Economics for Consumers 20

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

   This resource stereotypes groups such as young married couples, realtors, and politicians.

3. **Examples:**

   a. Stereotypes are to be found in many illustrations.

   b. Stereotypes are found in the dated presentation of roles. For example, a young couple is expecting a child - she will stop work, he will work and support the family. Politicians are all men.

4. **Departmental Action:**
   - X withdrawn as of April 30, 1984
   - ___ phase out; target date _____
   - ___ change of status to _____ as of _____
   - ___ presently under review
   - ___ retained with revision or assistance

Remarks:

This resource was withdrawn from authorized listings in April, 1984, because it was out-of-print and no longer available for purchase. Schools should also note that the resource is dated.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource must received local board approval.

SOCIAL SCIENCES

Title: *ORIGINS OF WESTERN CIVILIZATION: WESTERN MAN AND THE MODERN WORLD*

Publisher: Pergamon Press Inc.

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1973

Grade (Topic): World History 30

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

This resource tends to generalize and judge without providing supporting evidence which creates several inaccurate portrayals of groups. Western descendants of groups such as Greeks, Romans, Christians and British are treated positively, whereas women, Aztecs, Turks, Germans, Chinese, Hebrews, North American Indians, and the handicapped are treated negatively or in a cursory manner. The expansion of Western groups is outlined as desirable while others are "barbaric". Western civilization appears to have emerged in isolation.

3. **Examples:**

a. p. 5 - "No white man is allowed there without government permission, and the Aboriginals and their ways of life may in no way be interfered with."

b. p. 18 - "Although other civilizations, such as the Hindu and the Chinese, retained their own identity and special characteristics, they gradually sought and adopted Western ideas and methods which seemed progressive and dynamic."

c. The use of the ethnocentric term 'barbarian' or its derivatives is pejorative and does not reflect an historically accurate condition, e.g., German barbarian (p. 54); Turks are barbarian (p. 80).

d. p. 150 - "The main occupation of the Aztecs was war for plunder and captives to be used as slaves and human sacrifices."

e. p. 153 - "Horses made the Plains Indians of the western plains of the United States the terror of white settlers."

4. **Departmental Action:** ___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks: None.

4.1 **Suggestions for overcoming deficiencies:**

Teachers should be aware of the limitations of the book and should involve students in exploring alternative historical perspectives to give more attention to the following:

a. Women and their importance and contribution to society.

At the beginning of each chapter, there are lists of people. Only four queens, one nun and Joan of Arc are included. Queen Elizabeth II of England is given two lines on page 175 and two lines on page 176 (deals with her clothes), whereas Charlemagne, Macchiavelli and Philip of Spain (to name a few) rate at least a page each.

b. Economic status.

The book deals primarily with the history of the ruling class. It fails to show the role that the masses, the poor, women, children had in the development of conditions, ideas and history, and how in turn they were influenced by these and by the actions of the ruling classes.

c. Critical thinking.

The book is based on the traditional approach to history which concerns itself with presenting facts and ideas. By taking this factual approach, the book does not encourage the development of critical thinking. It does not ask students to question, analyze and assess alternative viewpoints or to deduct the consequences of certain ideas or facts.
Example: p. 37 A brief explanation of the Sophist' philosophy is presented without alternative viewpoints. The passage then proceeds to tell students what the consequences of this philosophy are when carried too far.

SOCIAL SCIENCES

Title: *A SOCIAL VIEW OF MAN - CANADIAN PERSPECTIVES*

Publisher: John Wiley & Sons Canada Limited

Authorized Status at Time of Audit: Recommended

Date of Publication: 1972

Grade (Topic): General Sociology 20

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

This resource is problematic because it stereotypes men, women, and youth; it presents a negative approach to human similarities and differences; it presents an inaccurate assessment of the public's acceptance of evolutionary theory; and it presents an image of Canadian society that is misleading by being incomplete.

3. **Examples:**

a. p. 4 - Teachers are presented as "status seekers".

b. pp. 9, 30 - The resource assumes an evolutionary perspective with very insensitive treatment of religion.

c. p. 16 - "All people believed in a religion that included the idea of life after death".

d. p. 38 - The resource presents a negative myth, i.e. "women drivers".

e. p. 109 - Nursing schools and teacher-training colleges provide a "marriage market".

f. pp. 114, 115 - Men are stereotyped as "impersonal", women as "open".

4. **Departmental Action:** ___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks:

Schools should note that this resource is out-of-print and no longer available for purchase from the Alberta School Book Branch. This resource is also dated.

4.1 **Suggestions for overcoming deficiencies:**

Teachers should have students critically examine the stereotypes, and attempt to provide a balanced view.

SOCIAL STUDIES

"Unacceptable" Rating:

Grade 2 A	-	*In Your Community Series: Policeman*
Grade 2 A	-	*In Your Community Series: Letter Carrier*
Grade 3 A	-	*Cities Are for People*
Grade 4 B	-	*Growth of a Nation Series: Settlement of the West*
Grade 5 A	-	*Growth of a Nation Series: Fur Trade*

"Problematic" Rating:

Grade 4 A/B	-	*This Land: Alberta*
Grade 5 A	-	*Growth of a Nation Series: Life in New France*
Grade 5 A	-	*Growth of a Nation Study Prints*
Grade 5 A	-	*Settling the West (Kit)*
Grade 5 B	-	*Canada: This Land of Ours*
Grade 6 A	-	*Picture the Past Series: Gods, Greeks and Romans*
Grade 6 B	-	*Families of Asia (Kit)*
Grade 7 A	-	*Marooned: An Examination of Culture (Kit) (2nd Edition, 1979)*
Grade 7 B	-	*Pygmies of the Ituri Forest*
Grade 7 C	-	*The Canadian Mosaic (Kit)*
Grade 7 C	-	*High Artic Heritage (Kit)*
Grade 7 C	-	*Polish Heritage in Alberta*
Grade 8 A	-	*Flashback Canada*

Grade 8 B	-	*We Built Canada Series: The Mounties and Law Enforcement*
Grade 9 B	-	*Three Giant Powers: Studies in Russia, China, America*
Grade 9 C	-	*Canadian Industrialization*
Grade 9 C	-	*Canadians and Their Environment*
Grade 9 C	-	*Curriculum Series: Technological Change in the Workforce (Teacher Reference)*
Grade 12 A/B	-	*Modern Perspectives*
Grade 12 B	-	*Intra-National Conflict: The Wars Within (Kit)*

SOCIAL STUDIES

Title: *In Your Community Series: POLICEMAN*

Publisher: J.M. Dent and Sons Canada Ltd.

Authorized Status at Time of Audit: Recommended

Date of Publication: 1973

Grade (Topic): Grade 2; Topic A

1. **Audit Rating:** Unacceptable.

2. **Rationale for Rating:**

In this book, there are no role models of visible minority groups represented. Women are included only in a stereotyped manner and there is no representation of a cross-section of ages. Students would get a a very biased and narrow view of society by exposure to this material.

3. **Examples:**

a. The cover depicts only male roles.

b. p. 3 - Promotes traditional middle class nuclear family.

c. p. 24 - Females shown only in clerical roles or assisting children.

d. p. 24 - Judge was a male and the court reporters were female.

e. Other sections show the woman as mother, teacher, crossing guard, court clerk/steno, female officer with children.

4. **Departmental Action:**

_X_ withdrawn as of June 30, 1985

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks:

This resource is dated.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource after June 30, 1985, must receive local board approval.

SOCIAL STUDIES

Title: *In Your Community Series: LETTER CARRIER*

Publisher: J.M. Dent and Sons Canada Ltd.

Authorized Status at Time of Audit: Recommended

Date of Publication: 1974

Grade (Topic): Grade 2; Topic A

1. **Audit Rating:** Unacceptable.

2. **Rationale for Rating:**

Sexual stereotyping is evident in this resource. There are no female letter carriers evident. As well, visible minority groups are not represented. Students would get a very biased and narrow view of society by exposure to this material.

3. **Examples:**

a. Cover and throughout - letter carrier is male.

b. Women were presented in clerical roles (as clerks and sorters).

4. **Departmental Action:** _X_ withdrawn as of June 30, 1985

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks:

This resource is dated.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource after June 30, 1985, must receive local board approval.

SOCIAL STUDIES

Title: *CITIES ARE FOR PEOPLE*

Publisher: Oxford University Press

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1977

Grade (Topic): Grade 3; Topic A

1. **Audit Rating:** Unacceptable.

2. **Rationale for Rating:**

   Only white, middle class people are presented throughout. Negative statements concerning lower socio-economic groups are made. Minority groups are presented only in traditional costume or stereotyped roles. Only one religion (Christianity) is considered.

3. **Examples:**

   a. pp. 167, 36, 40 - Women are shown as members of the work force in stereotyped roles only.

   b. p. 175 - In a picture depicting poverty, a non-white child is shown.

   c. No "visible" minority groups are shown as members of the work force - white males only.

   d. There is little awareness or consideration for various religious beliefs. p. 30 - "Which church do you go to?" What if students don't attend church, or do attend a mosque, synagogue, etc.?

4. **Departmental Action:** _X_ withdrawn as of June 30, 1985

   ___ phase out; target date _____

   ___ change of status to _____ as of _____

   ___ presently under review

   ___ retained with revision or assistance

Remarks: None.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource after June 30, 1985, must receive local board approval.

SOCIAL STUDIES

Title: *Growth of a Nation Series: SETTLEMENT OF THE WEST*

Publisher: Fitzhenry & Whiteside Ltd.

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1974

Grade (Topic): Grade 4; Topic B

1. **Audit Rating:** Unacceptable.

2. **Rationale for Rating:**

The achievements and contributions of settlers are stressed with little mention of Metis/Indian achievements. Also, the beliefs and customs of Native peoples are inaccurately described or omitted when they are relevant to the topic. There is some stereotyping of settlers as poor, seeking freedom, and escaping crowded conditions. The concept of individual worth needs to be stressed more.

3. **Examples:**

a. p. 24 - There is reference to present day British Columbia as being an empty land. The resource neglects to mention the Indians who occupied and filled this area.

b. p. 11 - Settlers are portrayed as innocent victims while the Metis are shown to be aggressive without just cause.

c. p. 13 - Questions focus on settlers with little reference to Natives.

d. pp. 40-41 - Indians are portrayed as economically poor, yet no mention is made of their socio-economic status.

e. pp. 38, 43 - No mention of Native religions is made, yet there is considerable reference to Mennonites and Mormons as seekers of "religious freedom".

f. p. 41 - Canada is portrayed as a land of few regulations and western settlement as a natural and valuable activity.

4. **Departmental Action:** _X_ withdrawn as of June 30, 1984

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks:

This resource was withdrawn from authorized listings in June 1984 due to serious problems in the presentation of Native peoples and culture.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource must receive local board approval.

The companion booklet (distributed by Alberta Education, September, 1983) should be used to help overcome deficiencies.

SOCIAL STUDIES

Title: *Growth of a Nation Series: FUR TRADE*

Publisher: Fitzhenry & Whiteside Ltd.

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1974

Grade (Topic): Grade 5; Topic A

1. **Audit Rating:** Unacceptable.

2. **Rationale for Rating:**

There are explicit statements which would foster negative attitudes toward Indians, Metis and Nor'Westers. There is little detailing of the effects of the fur trade upon Native life. The contributions of women, both European and Native, receive limited attention. There is much paraphrasing of historical documents (pp. 52-53). The book is written from an European frame of reference with little consideration of other perspectives.

3. **Examples:**

a. p. 39 - "The Indians would give their furs to the trader who gave them brandy" implies that the Indians traded for alcohol alone. "Was rum or brandy bad for the Indians? It didn't matter to the Nor'Westers" implies that the Indians were insignificant, and it also gives a negative impression of the Nor'Westers.

b. "They (HBC employees) might start to live like Indians, and the leaders of the HBC in England thought this would be very bad."

c. p. 43 - "Metis rode down on the colony shrieking at the settlers" - this interpretation by the author implies hysteria on the part of the Metis.

d. p. 42 - "The skirling sound of the bagpipes echoed over the empty country of Hudson Bay" - the "empty country" implies that Natives were unimportant.

e. p. 37 - The important people in the fur trade were all Europeans (i.e., James Douglas, Alexander McKenzie, etc.).
p. 53 - "That the fur trade goes so smoothly is due mainly to one man: George Simpson".

f. p. 11 - A picture of women is presented but no questions or activities relating to it are included.

4. **Departmental Action:** _X_ withdrawn as of June 30, 1985

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks: None.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource after June 30, 1985, must receive local board approval.

SOCIAL STUDIES

Title: *THIS LAND: ALBERTA*

Publisher: Fitzhenry & Whiteside Ltd.

Authorized Status at Time of Audit: Recommended

Date of Publication: 1978

Grade (Topic): Grade 4; Topics A/B

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

Minority groups are not given equal treatment. There is a focus on the contributions of white, Anglo-Saxon males to the near exclusion of women and Native groups as contributing members in contemporary Canadian society. Fathers are depicted as the only decision makers in families. Historical references convey matters which are not as yet substantiated as truths.

3. **Examples:**

a. pp. 3, 42 - Father makes decisions for vacationing family throughout text.

b. p. 64 - Father deals with landlord, garage owner.

c. p. 89 - Father votes on school closing, worried about his children and their education.

d. p. 73 - Men making all decisions.
pp. 1, 89, 64 - Father makes all family decisions.

e. p. 40 - "Most Plains Indians ...were afraid of being lost in forests and mountains."

f. p. 26 - "They (Indians) spent much time in warfare and stealing horses."

g. p. 26 - "Indians of the Blackfoot tribe constructed medicine wheels as memorials for their war chiefs." Unsubstantiated.

4. **Departmental Action:** ___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks: None.

4.1 **Suggestions for overcoming deficiencies:**

Teachers should be aware of the shortcomings noted above and compensate accordingly. If other Basic resources are available they should be selected over this item for the teaching of Topics A/B.

a. Information is needed to accurately reflect the effects European settlement had on the Native population.

b. Information is needed to give a more accurate portrayal of the Native people's early ways of life and their contributions to the settlement and development of Alberta.

Note: Students could be given research assignments for both the above.

SOCIAL STUDIES

Title: *Growth of a Nation Series: LIFE IN NEW FRANCE*

Publisher: Fitzhenry & Whiteside Ltd.

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1978

Grade (Topic): Grade 5; Topic A

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

The book emphasizes the French people of New France while Native Canadians are discussed only peripherally. The result of this bias is that Natives are portrayed in a negative manner as compared to the French. The Native perspective is alluded to but never stated to balance the French views. The resulting impression is that the French lived in constant fear of attack from Indians.

3. **Examples:**

a. pp. 38-39 - Iroquois pictured murdering helpless priests.

b. p. 34 - "I do not want to be a fur trader and be killed by Indians."

c. p. 14 - Indians referred to as "savages" in picture.

d. p. 12 - In a letter about Indians, there is an emphasis on their being "like children", "ignorant", and women are dressed in "old blankets or scraps of fur".

4. **Departmental Action:**

__X__ withdrawn as of June 30, 1984

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks:

This resource was withdrawn from authorized listings in June 1984 due to serious problems in the presentation of Native peoples and culture.

4.1 Circumstances under which continued usage is permitted:

Schools continuing to use this resource must receive local board approval.

The companion booklet (distributed by Alberta Education, September, 1983) should be used to help overcome deficiencies.

SOCIAL STUDIES

Title: *GROWTH OF A NATION STUDY PRINTS*

Publisher: Fitzhenry & Whiteside Ltd.

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1974

Grade (Topic): Grade 5; Topic A

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

The material focuses on the British explorers and European settlers to the disregard of other minority groups. Generalizations about the Doukhobors and French do not enhance those groups' contributions to Canadian history. The contributions of Native groups are given secondary consideration only.

3. **Examples:**

a. Teacher's Guide p. 7 - The French were more willing to trade liquor to the Indians.

b. #20 - "The buffalo had gone, so the Indian must farm, accept government handouts or starve."

c. Teacher's Guide p. 28 - Doukhobors are chiefly regarded as political agitators.

d. #23 - "hostile" Indians interfere with gold miners.

e. Teacher's Guide p. 51 - Cleanliness is a "culturally inherited trait".

4. **Departmental Action:**

___ withdrawn

___ phase out; target date _____

_X_ change of status to Recommended as of June 30, 1985

___ presently under review

_X_ retained with revision or assistance

Remarks: None.

4.1 Circumstances under which continued usage is permitted:

This resource still has value as a classroom resource. An awareness on the teacher's part is required to compensate for the shortcomings. Additional resources should be used for effective treatment of this topic.

4.2 Suggestions for overcoming deficiencies:

Through discussion, the teacher should raise questions to evaluate and analyze situations rather than accept the visual representation as the total picture.

Note the following deficiencies:

Photographs #1, #2, #3 and #6 are stereotypical.
#9 - Since the Cypress Hills was a sacred area to the Indians where even warring tribes set aside their differences, it is unlikely that the Indians fired the first shot at the Cypress Hills Massacre.
Teacher's Guide: Note the specific examples listed in item No. 3.

SOCIAL STUDIES

Title: *SETTLING THE WEST (Kit)*

Publisher: Canadian Social Sciences Services Ltd.

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1978

Grade (Topic): Grade 5; Topic A

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

Although many strengths exist, this kit suffers from omission of important contributions made by many different cultural groups of Alberta. While it does mention that settlers came from many countries, the focus is on European settlers. The kit contains very little reference to Native peoples. This is a glaring omission. In sections which do mention Natives, some reinforce the stereotype of the nomadic and fearful Indians.

3. **Examples:**

a. p. 5 - (Getting Ready for the Settlers) "Rupert's Land was relatively unpopulated except for the small numbers of settlers in the Red River Colony." (This implies that Indian and Metis are non-people).

b. pp. 14, 15 - (Settling the West) Natives are presented negatively, for example, the children of settlers are terrified of a Native when he comes asking for food.

c. p. 56 - "The Blackfoot hated not only the Cree, but also the White Man."

4. **Departmental Action:**

___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks: None.

4.1 Suggestions for overcoming deficiencies:

Teachers should be aware of the identified bias. Supplementary materials should be used to balance the portrayal of peoples involved in settling the West, including the effects on Native peoples.

SOCIAL STUDIES

Title: *CANADA: THIS LAND OF OURS*

Publisher: Ginn and Company

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1976

Grade (Topic): Grade 5; Topic B

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

   This text is problematic because it depicts groups like women, ethnic minorities, political parties, and seniors in simplistic, stereotypical ways. The wide array of contributions to society by these groups is not explored, opposing viewpoints are dealt with superficially and human diversity is only casually examined.

3. **Examples:**

   a. p. 35 - Women's community groups are neglected.

   b. pp. 10, 39, 61, 72, 175, 149, 125 - Women are shown primarily in menial and/or lower class activities and occupations.

   c. pp. 155, 87, 59, 7 - Minority groups are depicted as only wearing traditional garb.

   d. p. 59 - Implied superiority of whites.

4. **Departmental Action:**

   ___ withdrawn

   ___ phase out; target date _____

   ___ change of status to _____ as of _____

   ___ presently under review

   _X_ retained with revision or assistance

Remarks: None.

4.1 **Suggestions for overcoming deficiencies:**

Teachers need to be sensitive to the book's deficiencies and use or develop additional resources.

This resource generally does not explicitly state negatives about minorities or opposing political and economic groups; rather, the problem is more one of omission. In dealing with Canada's resources, students should be exposed to more of the conflicting beliefs about resource use and conservation than is possible in this book. The contributions and beliefs of minorities need to be explored more deeply than they are, and also should be brought up to date. The impact of religion on resource development, and vice versa, is neglected in this book. The negative aspects of resource development like pollution, destruction of wildlife and its habitat, etc., are generally ignored.

SOCIAL STUDIES

Title: *Picture the Past Series: GODS, GREEKS AND ROMANS*

Publisher: Longman Group Ltd.

Authorized Status at Time of Audit: Recommended

Date of Publication: 1978

Grade (Topic): Grade 6; Topic A

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

The book assumes that the theory of evolution is widely accepted and the only view - it excludes the "creationist" theory. References to Christianity are factual, but do not explore the impact of the beliefs and practices of Christians. The cultures are presented in an over-simplified manner, with many omissions (i.e., philosophers).

3. **Examples:**

a. pp. 1, 2 - The theory of evolution is presented, disregarding any other viewpoint.

b. p. 68 - A very factual and cursive look at Christianity.

4. **Departmental Action:**

___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks: None.

4.1 **Suggestions for overcoming deficiencies:**

Teachers should present the beliefs of minority groups in sensitive and respectful ways. Evolution theory might be contrasted to alternative origin theories.

SOCIAL STUDIES

Title: *FAMILIES OF ASIA (Kit)*

Publisher: Encyclopaedia Britannica Corporation

Authorized Status at Time of Audit: Recommended

Date of Publication: 1975

Grade (Topic): Grade 6; Topic B

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

The beliefs and customs of each of these families is omitted to a large extent. Although people's vocations, religion and daily activities are included, these are dealt with superficially. The opportunity to develope tolerance and understanding of these groups and the minority groups within them is limited by the material. Emphasis on the individual as a worthy being is rarely included.

3. **Examples:**

a. India Filmstrip - Contains reference to the religious attitudes toward the cow without explaining the beliefs concerning cows, sacred river, etc.

b. Bangladesh Filmstrip - The narrator notes several times that females are treated differently than males in school/religion, but does not explain why. Political beliefs were not covered in this kit.

4. **Departmental Action:**

___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks:

This kit is dated and hence its usefulness is limited.

4.1 Suggestions for overcoming deficiencies:

Teachers should be sensitive to the problems and present additional resources in order to provide students with a more rounded view. Teachers should make students aware of the stereotyping present in the kit.

SOCIAL STUDIES

Title: *MAROONED: AN EXAMINATION OF CULTURE (Kit) (2nd Edition, 1979)*

Publisher: Canadian Social Sciences Services Ltd.

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1979

Grade (Topic): Grade 7; Topic A

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

This kit is problematic mainly due to errors of omission. The kit does not explore Christian values and nuclear family values. Religion is presented as a "mental need"; this may be offensive to some. The kit does promote critical thinking, however, and does promote a positive self-image among students.

3. **Examples:**

a. Survival card #11 - choosing marriage partners and types of marriage.

b. Survival card #14 - choosing and creating a religion.

4. **Departmental Action:**

__X__ withdrawn as of September 30, 1984

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks:

The 2nd edition (1979) was withdrawn from authorized listings in September 1984. It was replaced by the 3rd edition (1984) which is now available as a Basic resource. Schools need not purchase the entire kit; updated 1984 components are available as noted in the Alberta School Book Branch supplement, August 1984. Use of the 3rd edition (1984) should substantially address problems identified with the 2nd edition.

4.1 **Circumstances under which continued usage is permitted:**

Schools continuing to use this resource must receive local board approval.

SOCIAL STUDIES

Title: *PYGMIES OF THE ITURI FOREST*

Publisher: Gage Educational Publishing

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1980

Grade (Topic): Grade 7; Topic B

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

Throughout the book there is an implied comparison of our culture versus their culture. These comparisons do little to raise the students' appreciation or tolerance for this culture. Overall there seems to be an underlying emphasis on we, the superior culture, studying the lesser culture. Many of the titles and headings convey a negative impression of the pygmies.

3. **Examples:**

a. p. 10 - "Are pygmies backward?" - stereotyping of primitive people.

b. p. 6 - Two opinions of pygmy appearance.

c. p. 33 - Stereotyping of the female in our society.

d. p. 38 - Photos show progression from primitive to modern which seems to accentuate "our culture" as being superior.

4. **Departmental Action:**

___ withdrawn

___ phase out; target date _____

X change of status to Recommended as of June 30, 1985

___ presently under review

X retained with revision or assistance

Remarks:

This resource is presently under revision by the publisher.

4.1 Circumstances under which continued usage is permitted:

Teachers should be aware of the problems of the resource. In the presentation and use of the resource with students, teachers should present it in a sensitive manner.

4.2 Suggestions for overcoming deficiencies:

Better resources for this topic are available. If this resource is used, teachers should take care to draw attention to similarities and to common human needs. An effort should be made to examine the culture of the Pygmies from an insider's perspective, with less emphasis on making judgments about the culture.

SOCIAL STUDIES

Title: *THE CANADIAN MOSAIC (Kit)*

Publisher: Moreland Latchford

Authorized Status at Time of Audit: Recommended

Date of Publication: 1976

Grade (Topic): Grade 7; Topic C

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

   This kit tends to promote a pro-British perspective. Some of the filmstrips/cassettes (such as "Japanese", "Chinese") present a balanced, accurate view of women, age groups and minority situations. Others, like the "French Canadians" and "Cultures in Conflict", would require major revision due to a biased approach and outdated facts. In addition, groups such as the Asians are not included.

3. **Examples:**

   a. "French Canadians" - a one-sided, political presentation not consistent with others in the series as it deals almost exclusively with the struggle for the preservation of the French language and culture. Very few positive aspects are given.

   b. "British Canadians" - too pro-British, downplayed the significance of other cultural groups.

4. **Departmental Action:**

   ___ withdrawn

   ___ phase out; target date _____

   ___ change of status to _____ as of _____

   ___ presently under review

   _X_ retained with revision or assistance

Remarks: None.

4.1 Suggestions for overcoming deficiencies:

Although this kit was considered to be problematic, it could still be a useful resource for Grade 7 Topic C. Some of the filmstrips/ cassettes are excellent (for example, the "Japanese", "Chinese" and "Introduction"), and should be used. However, teachers should be cautioned on the one-sided presentation of the "French Canadians" and "British Canadians" and encouraged to have students analyze and question the information.

Title: *HIGH ARTIC HERITAGE (Kit)*

Publisher: National Film Board of Canada

Authorized Status at Time of Audit: Recommended

Date of Publication: 1975

Grade (Topic): Grade 7; Topic C

1. **Audit Rating:** Problematic.

   (Audit Rating, September 1984: Unacceptable)

2. **Rationale for Rating:**

   Only the traditional lifestyle of the Inuit people is presented in this very outdated filmstrip series. The material was originally put together in 1955. A major problem is that there is no program guide to accompany the kit; as a result, the information and viewpoints are presented as fact. The kit makes no provision for critical thinking. The kit is, however, historically accurate.

3. **Examples:**

   a. No user guide exists in the kit that would assist in the future exploration and development of critical thinking skills.

   b. Only traditional stereotypical activities are presented.

4. **Departmental Action:**

   ___ withdrawn

   ___ phase out; target date _____

   ___ change of status to _____ as of _____

   ___ presently under review

   _X_ retained with revision or assistance

Remarks: None.

4.1 **Suggestions for overcoming deficiencies:**

Students must be made aware that Inuit life, as portrayed in the filmstrip, has long since disappeared. Either through student research or teacher presentation, students need to be made aware of a variety of lifestyles today.

SOCIAL STUDIES

Title: *POLISH HERITAGE IN ALBERTA*

Publisher: M.A. Romanko

Authorized Status at Time of Audit: Recommended

Date of Publication: 1982

Grade (Topic): Grade 7; Topic C

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

   The oversimplification of events and attitudes causes the material to be misleading at times. Political beliefs of the Polish settlers are assumed to be correct and unquestionable. Freedom is presented in opposition to Communism.

3. **Examples:**

   a. p. 19 - Refers to teachers being "surprised" by the excellent achievement of Polish children.

   b. pp. 19, 34 - The Polish people are depicted as moving from a lower socio-economic status to a higher status while other minority groups are ignored.

   c. p. 34 - Several negative references to the Soviet Union.

   d. pp. 4, 8, 19 - Polish people shown in a positive light (hardworking, honest, maintaining traditions, etc.).

   e. p. 34 - Cursory treatment of historical events e.g., "The Polish people rebuild the economy after WW II" - no reference to the Communist government at this time.

   f. p. 46 - "Polish people have always believed in democracy".

4. **Departmental Action:** ___ withdrawn

   ___ phase out; target date _____

   ___ change of status to _____ as of _____

   ___ presently under review

   _X_ retained with revision or assistance

Remarks: None.

4.1 Suggestions for overcoming deficiencies:

Teachers should be aware of the biases against Russians and Germans. Supplementary material to balance the portrayal of these groups should be selected for use in the classroom.

SOCIAL STUDIES

Title: *FLASHBACK CANADA*

Publisher: Oxford University Press

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1978

Grade (Topic): Grade 8; Topic A

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

This resource omits some Native perspectives and misinterprets others in its discussion of major events in Canadian history. It must be used with the companion booklet (distributed by Alberta Education, September 1983), which addressed many of the original concerns. However, the text is still viewed as problematic.

3. **Examples:**

a. pp. 31, 128 - Natives are not included in the treatment of events such as the Durham Report and Confederation. Through omission, a misrepresentation occurs.

b. p. 253 - The use of certain words such as "massacre", "rebellion", "rebels", helps to create a negative image of various Indian tribes.

c. pp. 184-194 - There are misconceptions that surround the treaties. Students would get the impression that treaties were signed with all in agreement, everybody happy and an overall sense of fairness.

4. **Departmental Action:** _X_ withdrawn as of June 30, 1985

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

___ retained with revision or assistance

Remarks:

This resource will be withdrawn from authorized listings June 30, 1985 due to serious problems in the presentation of Native peoples and culture. Schools have been so notified. A revised edition is presently under review for authorized status.

4.1 Circumstances under which continued usage is permitted:

Schools continuing to use this resource after June 30, 1985, must receive local board approval. The companion booklet (distributed by Alberta Education, September 1983) should be used to help overcome deficiencies until the text is withdrawn.

SOCIAL STUDIES

Title: *We Built Canada Series: THE MOUNTIES AND LAW ENFORCEMENT*

Publisher: Book Society of Canada Limited

Authorized Status at Time of Audit: Recommended

Date of Publication: 1979

Grade (Topic): Grade 8; Topic B

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

This resource attempts to present various minority groups in a positive manner, but its focus is more on ensuring that the R.C.M.P. is presented in a positive manner. Several important issues in Canada's history are therefore given cursory treatment only and this is to the detriment of various minorities -- notably Natives, Doukhobors and women. The book also has a bias which shows itself very clearly in the last chapter, where it expresses the view that the expression of individual rights occurs to the detriment of "law and order".

3. **Examples:**

a. p. 25 - "If the young man could endure this (Sun Dance) without showing pain, he was accepted as an adult member of the tribe." Inaccurate.

b. pp. 43-44 - "They (Doukhobors) were a religious group that would not obey certain laws of their country or pay taxes...they held religious meetings and later paraded in the nude."

c. p. 66 - "Why are so many people admirers of those who break the law and resist the authority of the police?"

d. p. 75 - "The recruit soon learned that a police officer's greatest problem is not so much to carry out duties as to face the public's attitude.

4. **Departmental Action:** ___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks: None.

4.1 **Suggestions for overcoming deficiencies:**

a. A police officer (RCMP) could come into the class to discuss training, the role of the force today, and to accent the training and roles of women.

b. Students should use alternate source books on such topics as the Sun Dance; the role of Natives at this time in Alberta's history, e.g., Crowfoot, Jerry Potts. The Provincial Museum of Alberta is a good source of accurate documentation.

c. Discuss with the students that the reference to the Doukhobor sect refers to "Sons of Freedom" population only.

SOCIAL STUDIES

Title: *THREE GIANT POWERS: STUDIES IN RUSSIA, CHINA, AMERICA*

Publisher: Oxford University Press

Authorized Status at Time of Audit: Recommended

Date of Publication: 1974

Grade (Topic): Grade 9; Topic B

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

The USSR, USA and China were treated equally and fairly with no apparent bias. Students would gain a positive perspective toward all the super powers, but almost "too utopian" a view is presented. This very factual approach seems to gloss over inadequacies and problems in each of the three systems. The resource does not encourage further analysis or critical thinking.

3. **Examples:**

a. p. 134 - "USA has rarely interfered ...".

b. Negative aspects of all three nations are omitted. This is a serious oversight. It appears that the author did not want to emphasize differences, only to discuss similarities. The book projects misleading representation.

4. **Departmental Action:**

___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks: None.

4.1 **Suggestions for overcoming deficiencies:**

Given the date of publication, and the wealth of superior resources available for this topic, teachers should utilize more current material.

SOCIAL STUDIES

Title: *CANADIAN INDUSTRIALIZATION*

Publisher: McGraw-Hill Ryerson Ltd.

Authorized Status at Time of Audit: Recommended

Date of Publication: 1983

Grade (Topic): Grade 9; Topic C

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

This text is problematic because it:

a. portrays some minority groups (Indians and handicapped) in a negative manner and does not show them in positive situations;

b. is unreflective in its stance toward industrialization;

c. does not present realistic role models for young people;

d. makes no reference to a range of political and economic perspectives.

3. **Examples:**

a. pp. 33, 42, 87 - The main characters of the book are young, rich, white and upper class.

b. p. 161 - Handicapped people are shown as victims of Minamata Disease with no example of their positive contributions.

c. p. 162 - Natives presented as being opposed to the negative effects of industrialization.

d. p. 48 - Native lifestyles portrayed in economic terms rather than in terms that reflect the Native perspective.

e. The first two chapters are pro-industrialization in a very unreflective way.

4. **Departmental Action:**

___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks: None.

4.1 **Suggestions for overcoming deficiencies:**

The text should be supplemented with other resources. The subtle bias should be noted by the teacher since it is prevalent throughout the text.

SOCIAL STUDIES

Title: *CANADIANS AND THEIR ENVIRONMENT*

Publisher: McClelland and Stewart Limited

Authorized Status at Time of Audit: Recommended

Date of Publication: 1975

Grade (Topic): Grade 9; Topic C

1. **Audit Rating:** Problematic.

   (Audit Rating, September 1984: Unacceptable)

2. **Rationale for Rating:**

   This resource does not present a balanced view of the issues discussed, nor does it encourage or promote critical thinking or analysis. The author's bias is reflected in the choice of material, which is often one-sided and presents a particular point of view. This is evident in the sections on the Judaeo-Christian view of the environment (pp. 16-19), and the section on overpopulation (pp. 43-46) which provides an incomplete examination of a very complex issue. There is a dated view of Third World countries and their problems thus promoting a stereotype, e.g., p. 43 - cartoon presents a misconception due to lack of additional explanatory material.

   A dated description of economic development (pp. 31-32) tends to assume that industrialization means environmental pollution. This does not take into account events which have led to the development of non-polluting, small scale, appropriate technologies.

3. **Examples:**

   (see Rationale above)

4. **Departmental Action:**

   ___ withdrawn

   ___ phase out; target date _____

   ___ change of status to _____ as of _____

   ___ presently under review

   X retained with revision or assistance

Remarks:

Teachers should note that this resource is out-of-print.

4.1 **Suggestions for overcoming deficiencies:**

Because of the general anti-industrial viewpoint inherent in the material, there is little room for critical thinking by the student. Students should be given the information in a more neutral manner and make their own decisions. Other religious viewpoints, besides the Judaeo-Christian viewpoint, should be presented.

SOCIAL STUDIES

Title: *Curriculum Series: TECHNOLOGICAL CHANGE IN THE WORKFORCE (Teacher Reference)*

Publisher: Ontario Institute for Studies in Education

Authorized Status at Time of Audit: Recommended

Date of Publication: 1978

Grade (Topic): Grade 9; Topic C

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

Achievements are attributed to working class people and technology with no mention of minority groups. Different ethnic and racial groups are ignored, while contributions of the aged, women and children are treated superficially. Individual worth and individual achievements are not relevant in this resource. Students are encouraged to look at people as part of a stereotyped group of workers.

3. **Examples:**

a. No references to ethnic/racial groups.

b. The point of view is that massive automation has displaced skilled workers.

c. p. 18 - Reference to working class women; few references to the individual, whether child, male or female adults.

d. There is only one reference to a worker of age 50 or older.

e. p. 60 - Reference to economic opportunity is concentrated in Central Canada.

f. One example of a consistent presentation of a technological theory of change.

4. **Departmental Action:**

___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks: None.

4.1 Suggestions for overcoming deficiencies:

Teachers should take note of the biases identified in the Rationale.

SOCIAL STUDIES

Title: *MODERN PERSPECTIVES*

Publisher: McGraw-Hill Ryerson Limited

Authorized Status at Time of Audit: Prescribed

Date of Publication: 1979

Grade (Topic): Grade 12; Topics A/B

1. **Audit Rating:** Problematic.

2. **Rationale for Rating:**

Although the book gives a fairly neutral view of history, there are parts that are less than objective which would lead students to form inaccurate judgments. The text presents a British and European perspective with the Afro-Asian nations given either superficial or cursory treatment. The sections dealing with World War I are less than objective. Students may become misled over the questionable use of certain adjectives in describing different groups. There is little to foster critical thinking throughout.

3. **Examples:**

a. pp. 468-469 - The whole non-western world in the post-W.W.I era is written up in a little over one page.

b. p. 504 - Militarism in Japan is given a page and a quarter.

c. p. 565 - The Pacific Theater of W.W.II is given approximately one page.

d. p. 370 - The British annexed Transvaal to strengthen whites against Bantu attack (yet the Boers rebelled and fought against the British).

e. p. 377 - The Kaiser ... "the sort of ruler many Germans wanted."

f. pp. 367-373 - The section on Imperialism offers nothing from an Afro-Asian perspective.

g. p. 372 - "... the British government generously created."

h. There are no questions posed for students' assignments.

4. **Departmental Action:** ___ withdrawn

___ phase out; target date _____

___ change of status to _____ as of _____

___ presently under review

_X_ retained with revision or assistance

Remarks: None.

4.1 **Suggestions for overcoming deficiencies:**

a. Deletion of certain adjectives that stereotype groups of people, e.g., "Aggressive Germans".

b. Some countries are stressed at the expense of others - more balance is needed.

c. Photographs are needed to show more lifestyles of the different periods, not just political events.

d. Questions to foster and develop critical thinking skills should be included.

SOCIAL STUDIES

Title: *INTRA-NATIONAL CONFLICT: THE WARS WITHIN (Kit)*

Publisher: Prentice-Hall Media

Authorized Status at Time of Audit: Recommended

Date of Publication: 1976

Grade (Topic): Grade 12; Topic B

1. **Audit Rating:** Problematic.

   (Audit Rating, September 1984: Unacceptable)

2. **Rationale for Rating:**

   This resource tends to oversimplify the causes of international conflict. Consequently, it leaves generalized impressions that may be misleading to students.

3. **Examples:**

   a. Religion is a major cause of international conflict.

   b. Great Britain and the United States, mature countries, have learned to solve their problems, whereas third world countries have not followed their example.

4. **Departmental Action:**

   ___ withdrawn

   ___ phase out; target date _____

   ___ change of status to _____ as of _____

   ___ presently under review

   _X_ retained with revision or assistance

Remarks: None.

4.1 **Suggestions for overcoming deficiencies:**

Use as opener only.

APPENDIX

The initial audit ratings of all "Unacceptable" and "Problematic" learning resources were released in an interim report "Alberta Education Curriculum Review, Part 2, Learning Resources of the Curriculum Branch", September 1984. Since that time, Curriculum Branch Committees have completed the follow-up reviews. After close examination and careful consideration of the audits, the ratings of the following titles were changed to "Acceptable" or "Acceptable with Minor Assistance".

Subject Area	Title	Grade	Basic (B) or Recommended (R)
Fine Arts	*Looking at Music, Teacher's Edition*	1	R
	New Dimensions in Music - Beginning Music, Book 1, Teacher's Edition	1	R
	New Dimensions in Music - Looking at Music, Big Book	1	B
	New Dimensions in Music - Enjoying Music, Book 2	2	B
	New Dimensions in Music - Enjoying Music, Book 2, Teacher's Edition	2	R
	Exploring Music, Book 3, Records	3	R
	Exploring Music, Book 3, Teacher's Edition	3	R
	New Dimensions in Music - Expressing Music, Book 3	3	B
	Silver Burdett Music, Book 3	3	B
	Exploring Music, Book 4, Records	4	R
	Exploring Music, Book 4, Teacher's Edition	4	R
	New Dimensions in Music - Investigating Music, Book 4	4	B
	New Dimensions in Music - Investigating Music, Book 4, Teacher's Edition	4	R

Subject Area	Title	Grade	Basic (B) or Recommended (R)
Fine Arts (cont'd)	*Exploring Music, Book 5*	5	B
	Exploring Music, Book 5, Records	5	R
	Exploring Music, Book 5, Teacher's Edition	5	R
	Exploring Music, Book 6	6	B
	Exploring Music, Book 6, Records	6	R
	Exploring Music, Book 6, Teacher's Edition	6	R
	New Dimensions in Music - Mastering Music, Book 6	6	B
	New Dimensions in Music - Mastering Music, Book 6, Teacher's Edition	6	R
	Development Through Drama	7-12	R

Subject Area	Title	Grade	Basic (B) or Recommended (R)
Industrial Education	*Hair Structure and Chemistry Simplified*	Beauty Culture 10, 20, 30	B

Subject Area	Title	Grade	Basic (B) or Recommended (R)
Language Arts	*Sounds of Language - Sounds I Remember*	1	B
	Sounds of Language - Sounds of Powwow	1	B
	Starting Points in Language Arts, Teacher's Guide for Level 2	1	R
	Starting Points in Language Arts, Teacher's Guide for Level 3	1	R
	World of Language, Book E, Teacher's Edition	2	R
	Starting Points in Language Arts, Teacher's Guide for Level 6	3	R
	Starting Points in Reading, Level B, Second Book	5	B
	Man The Myth-Maker	10	B
	Man The Myth-Maker. Teacher's Guide	10	R
	Perspectives	10	B
	Reading for Understanding, General Edition	10	R